



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 3

Test Date: March 2008  
Code: 10971301  
SAU: Madawaska School Department  
School: Madawaska Elementary School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2008

Grade: 3

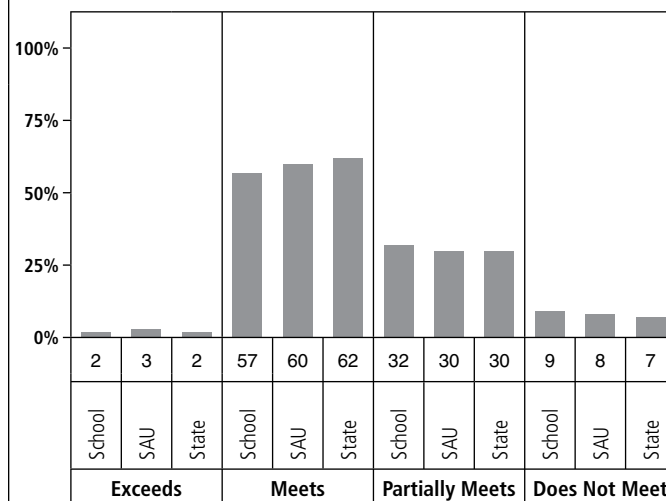
SAU: Madawaska School Department

School: Madawaska Elementary School

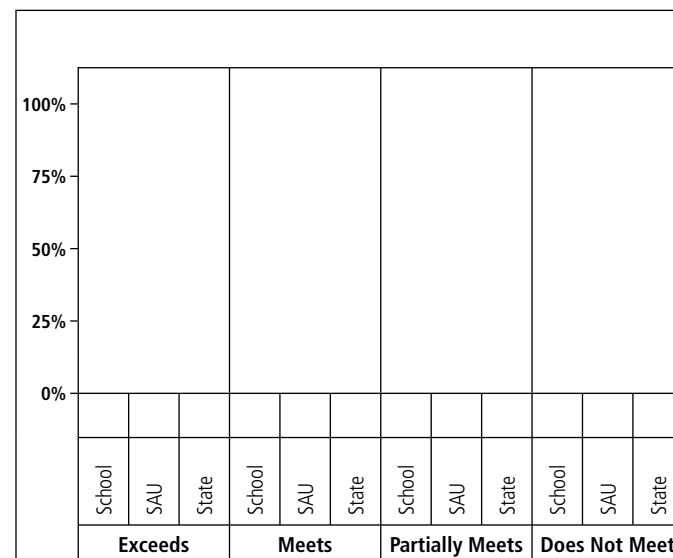
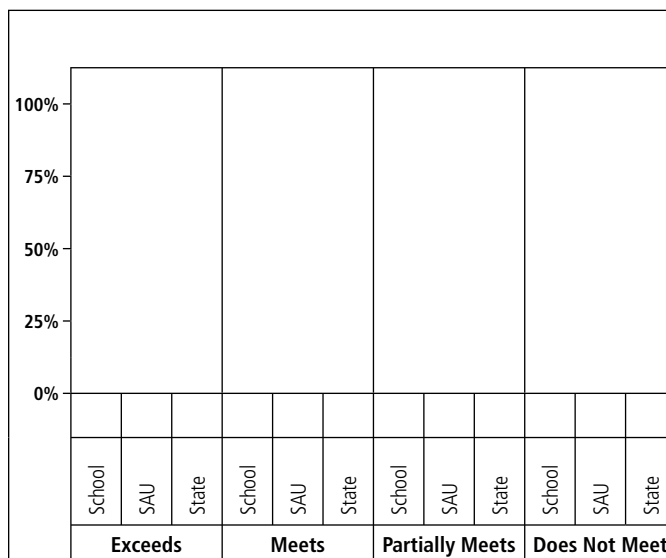
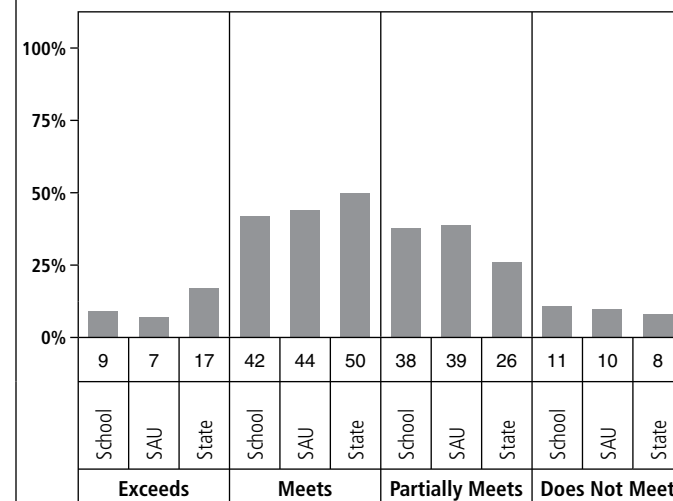
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	345	345	345
2006–2007	345	345	345
<b>2007–2008</b>	<b>344</b>	<b>345</b>	<b>344</b>
Cum. Avg. *	345	345	345
<b>Mathematics</b>			
2005–2006	340	340	344
2006–2007	346	346	347
<b>2007–2008</b>	<b>344</b>	<b>344</b>	<b>347</b>
Cum. Avg. *	343	343	346

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 3  
 SAU: Madawaska School Department  
 School: Madawaska Elementary School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	45	100	41	100	13803	100	44	98	40	98	13714	99	45	100	41	100	13710	99												
Ethnicity African American/Black	0	0	0	0	399	3	0	0	0	0	391	98	0	0	0	0	392	98												
American Indian or Native Alaskan	0	0	0	0	116	1	0	0	0	0	114	99	0	0	0	0	114	99												
Asian or Pacific Islander	0	0	0	0	210	2	0	0	0	0	205	98	0	0	0	0	206	98												
Hispanic	0	0	0	0	162	1	0	0	0	0	158	98	0	0	0	0	159	98												
Caucasian/White	45	100	41	100	12916	94	44	98	40	98	12846	100	45	100	41	100	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	12	27	9	22	2358	17	12	100	9	100	2333	99	12	100	9	100	2329	99												
Current LEP	8	18	8	20	371	3	7	88	7	88	357	96	8	100	8	100	361	98												
Economically disadvantaged	23	51	20	49	5584	40	23	100	20	100	5535	99	23	100	20	100	5530	99												
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	34	76	32	78	10650	77	34	76	32	78	10678	77												
Identified disability (PET/IEP)	3	9	2	6	475	4	3	9	2	6	479	4												
LEP	6	18	6	19	151	1	6	18	6	19	149	1												
504 plan	0	0	0	0	83	1	0	0	0	0	85	1												
<b>Participation with accommodations</b>	10	22	8	20	2936	21	11	24	9	22	2911	21												
Identified disability (PET/IEP)	9	90	7	88	1735	59	9	82	7	78	1729	59												
LEP	1	10	1	13	197	7	2	18	2	22	208	7												
504 plan	0	0	0	0	49	2	0	0	0	0	47	2												
Other	0	0	0	0	986	34	0	0	0	0	958	33												
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	123	1	0	0	0	0	121	1												
Identified disability (PET/IEP)	0	0	0	0	123	100	0	0	0	0	121	100												
LEP	0	0	0	0	4	3	0	0	0	0	4	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	9	0	0	0	0	0	12	0												
<b>Non-participation – other</b>	1	2	1	2	80	1	0	0	0	0	81	1												

<sup>1</sup> Percents are the percentage of students enrolled in each participation category.

<sup>2</sup> Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup> Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 3  
SAU: Madawaska School Department  
School: Madawaska Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	1	2	1	2	352	3
	2006-2007	0	0	0	0	332	2
	<b>2007-2008</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>227</b>	<b>2</b>
	Cum. Total*	2	2	2	2	911	2
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	27	60	27	60	8641	62
	2006-2007	24	69	22	69	8691	63
	<b>2007-2008</b>	<b>25</b>	<b>57</b>	<b>24</b>	<b>60</b>	<b>8403</b>	<b>62</b>
	Cum. Total*	76	61	73	62	25735	62
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	13	29	13	29	3671	27
	2006-2007	9	26	8	25	3781	27
	<b>2007-2008</b>	<b>14</b>	<b>32</b>	<b>12</b>	<b>30</b>	<b>4018</b>	<b>30</b>
	Cum. Total*	36	29	33	28	11470	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	4	9	4	9	1163	8
	2006-2007	2	6	2	6	1021	7
	<b>2007-2008</b>	<b>4</b>	<b>9</b>	<b>3</b>	<b>8</b>	<b>938</b>	<b>7</b>
	Cum. Total*	10	8	9	8	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>46</b>	<b>100</b>	27.2	59.1	27.8	60.4	27.6	60.0
<b>Literary Text</b>	<b>23</b>	<b>50</b>	14.4	62.6	14.7	63.9	14.1	61.3
<b>Informational Text</b>	<b>23</b>	<b>50</b>	12.7	55.2	13.1	57.0	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 3  
 SAU: Madawaska School Department  
 School: Madawaska Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	44	1	2	25	57	14	32	4	9	344	40	3	60	30	8	345	13586	2	62	30	7	344
<b>Ethnicity</b>																						
African American/Black	0										0						384	1	42	39	18	339
American Indian or Native Alaskan	0										0						113	2	50	42	5	343
Asian or Pacific Islander	0										0						203	1	60	31	8	344
Hispanic	0										0						158	1	52	36	11	342
Caucasian/White	44	1	2	25	57	14	32	4	9	344	40	3	60	30	8	345	12728	2	63	29	7	345
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	12	0	0	6	50	4	33	2	17	340	9	0	56	33	11	342	2210	0	32	48	20	338
No	32	1	3	19	59	10	31	2	6	346	31	3	61	29	6	346	11376	2	68	26	4	346
<b>Current LEP</b>																						
Yes	7	0	0	2	29	3	43	2	29	339	7	0	29	43	29	339	348	1	36	45	19	339
No	37	1	3	23	62	11	30	2	5	345	33	3	67	27	3	346	13238	2	63	29	7	344
<b>Economically disadvantaged</b>																						
Yes	23	1	4	9	39	10	43	3	13	343	20	5	45	40	10	344	5450	1	49	39	11	341
No	21	0	0	16	76	4	19	1	5	346	20	0	75	20	5	346	8136	2	71	23	4	346
<b>Migrant</b>																						
Yes	0										0						5	0	80	20	0	343
No	44	1	2	25	57	14	32	4	9	344	40	3	60	30	8	345	13581	2	62	30	7	344
<b>Gender</b>																						
Female	27	1	4	17	63	8	30	1	4	346	25	4	64	28	4	346	6567	3	65	27	5	345
Male	17	0	0	8	47	6	35	3	18	341	15	0	53	33	13	342	7019	1	59	32	8	343
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	17	0	0	5	29	9	53	3	18	339	16	0	31	56	13	340	2004	0	37	49	14	339
No	27	1	4	20	74	5	19	1	4	348	24	4	79	13	4	349	11582	2	66	26	6	345
<b>Gifted/talented program</b>																						
Yes	0										0						125	11	87	2	0	355
No	44	1	2	25	57	14	32	4	9	344	40	3	60	30	8	345	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 3  
 SAU: Madawaska School Department  
 School: Madawaska Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	5	0	0	1	50	1	50	0	0	342	3	0	100	0	0	344	6	0	43	39	18	340
B. less than one hour	86	1	3	23	62	10	27	3	8	345	87	3	65	26	6	346	79	2	65	28	5	345
C. one to two hours	7	0	0	1	33	1	33	1	33	338	8	0	33	33	33	338	12	2	60	31	7	344
D. more than two hours	2	0	0	0	0	1	100	0	0	336	3	0	0	100	0	336	3	0	32	44	24	338
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	37	0	0	9	56	4	25	3	19	341	38	0	60	20	20	341	29	3	62	28	7	345
B. They match some of what I have learned.	40	1	6	14	82	2	12	0	0	350	41	6	81	13	0	351	48	2	67	27	4	345
C. They match just a little of what I have learned.	19	0	0	1	13	6	75	1	13	338	15	0	17	83	0	341	15	1	56	34	9	343
D. There is no match.	5	0	0	1	50	1	50	0	0	342	5	0	50	50	0	342	8	0	44	40	16	340
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	44	0	0	11	58	5	26	3	16	343	44	0	65	24	12	344	42	3	67	24	6	346
B. good	53	1	4	14	61	7	30	1	4	346	54	5	62	29	5	346	46	1	62	32	5	344
C. fair	2	0	0	0	0	1	100	0	0	340	3	0	0	100	0	340	10	0	48	42	10	341
D. poor	0										0						2	0	30	43	28	336
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	26	0	0	5	45	3	27	3	27	339	23	0	56	22	22	341	22	1	48	38	12	341
B. about the same as my regular schoolwork	44	1	5	14	74	4	21	0	0	349	49	5	74	21	0	349	57	2	68	26	4	346
C. easier than my regular schoolwork	30	0	0	6	46	6	46	1	8	341	28	0	45	45	9	341	21	1	61	30	8	344
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	22	0	0	4	44	2	22	3	33	339	19	0	57	14	29	342	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	51	1	5	13	62	7	33	0	0	347	57	5	62	33	0	347	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	27	0	0	7	64	3	27	1	9	344	24	0	67	22	11	344	29	3	69	23	6	346
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	28	0	0	9	75	3	25	0	0	346	28	0	73	27	0	346	19	3	65	27	6	346
B. 20 minutes to an hour	40	1	6	11	65	4	24	1	6	347	44	6	65	24	6	347	47	2	68	25	5	346
C. less than 20 minutes	9	0	0	1	25	2	50	1	25	339	8	0	33	33	33	338	19	1	56	35	8	343
D. I rarely read at home.	23	0	0	4	40	4	40	2	20	340	21	0	50	38	13	343	14	0	47	40	12	341
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	31	0	0	6	46	6	46	1	8	343	29	0	55	45	0	345	28	1	56	33	9	343
B. six to ten pages	31	1	8	10	77	2	15	0	0	350	32	8	75	17	0	351	23	1	63	29	7	344
C. eleven or more pages	38	0	0	9	56	4	25	3	19	341	39	0	60	20	20	341	49	2	65	27	6	345
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 3  
SAU: Madawaska School Department  
School: Madawaska Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	2	4	2	4	1295	9
	2006-2007	1	3	1	3	1985	14
	<b>2007-2008</b>	<b>4</b>	<b>9</b>	<b>3</b>	<b>7</b>	<b>2277</b>	<b>17</b>
	Cum. Total*	7	6	6	5	5557	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	16	36	16	36	6852	49
	2006-2007	20	57	18	56	6990	51
	<b>2007-2008</b>	<b>19</b>	<b>42</b>	<b>18</b>	<b>44</b>	<b>6764</b>	<b>50</b>
	Cum. Total*	55	44	52	44	20606	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	22	49	22	49	4081	29
	2006-2007	14	40	13	41	3673	27
	<b>2007-2008</b>	<b>17</b>	<b>38</b>	<b>16</b>	<b>39</b>	<b>3504</b>	<b>26</b>
	Cum. Total*	53	42	51	43	11258	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	5	11	5	11	1638	12
	2006-2007	0	0	0	0	1193	9
	<b>2007-2008</b>	<b>5</b>	<b>11</b>	<b>4</b>	<b>10</b>	<b>1044</b>	<b>8</b>
	Cum. Total*	10	8	9	8	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	8.1	54.0	8.1	54.0	9.2	61.3
Cluster 2: Shape and Size	14	29	9.8	70.0	9.9	70.7	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	3.0	60.0	3.0	60.0	3.2	64.0
Cluster 4: Patterns	14	29	8.4	60.0	8.4	60.0	9.0	64.3

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 3  
 SAU: Madawaska School Department  
 School: Madawaska Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	45	4	9	19	42	17	38	5	11	344	41	7	44	39	10	344	13589	17	50	26	8	347
<b>Ethnicity</b>																						
African American/Black	0										0						390	10	30	32	28	337
American Indian or Native Alaskan	0										0						113	7	45	38	10	342
Asian or Pacific Islander	0										0						204	18	48	25	9	347
Hispanic	0										0						159	6	50	31	13	342
Caucasian/White	45	4	9	19	42	17	38	5	11	344	41	7	44	39	10	344	12723	17	50	25	7	348
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	12	1	8	6	50	4	33	1	8	344	9	0	56	44	0	344	2208	6	35	37	21	338
No	33	3	9	13	39	13	39	4	12	344	32	9	41	38	13	344	11381	19	53	24	5	349
<b>Current LEP</b>																						
Yes	8	0	0	3	38	3	38	2	25	333	8	0	38	38	25	333	357	8	29	37	26	336
No	37	4	11	16	43	14	38	3	8	346	33	9	45	39	6	346	13232	17	50	25	7	348
<b>Economically disadvantaged</b>																						
Yes	23	1	4	8	35	12	52	2	9	341	20	5	35	55	5	342	5452	9	45	33	12	343
No	22	3	14	11	50	5	23	3	14	346	21	10	52	24	14	346	8137	22	53	21	4	350
<b>Migrant</b>																						
Yes	0										0						5	0	40	40	20	337
No	45	4	9	19	42	17	38	5	11	344	41	7	44	39	10	344	13584	17	50	26	8	347
<b>Gender</b>																						
Female	27	2	7	12	44	10	37	3	11	344	25	4	48	36	12	344	6565	15	49	27	8	347
Male	18	2	11	7	39	7	39	2	11	343	16	13	38	44	6	344	7024	18	50	24	7	348
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	17	0	0	1	6	11	65	5	29	331	16	0	6	69	25	331	2004	5	39	41	15	339
No	28	4	14	18	64	6	21	0	0	351	25	12	68	20	0	352	11585	19	52	23	6	349
<b>Gifted/talented program</b>																						
Yes	0										0						125	70	30	0	0	366
No	45	4	9	19	42	17	38	5	11	344	41	7	44	39	10	344	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 3  
 SAU: Madawaska School Department  
 School: Madawaska Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	5	0	0	2	100	0	0	0	0	349	3	0	100	0	0	356	6	9	40	33	18	340
B. less than one hour	86	4	11	16	42	15	39	3	8	345	88	9	46	40	6	345	79	18	52	24	6	348
C. one to two hours	7	0	0	0	0	2	67	1	33	326	8	0	0	67	33	326	12	16	48	27	8	347
D. more than two hours	2	0	0	0	0	0	0	1	100	324	3	0	0	0	100	324	3	7	26	37	29	335
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	20	0	0	4	44	3	33	2	22	338	20	0	50	38	13	340	37	22	50	22	6	350
B. They match some of what I have learned.	66	4	14	10	34	12	41	3	10	344	68	11	37	41	11	344	46	16	53	25	6	348
C. They match just a little of what I have learned.	9	0	0	2	50	2	50	0	0	346	10	0	50	50	0	346	12	9	44	36	11	342
D. There is no match.	5	0	0	2	100	0	0	0	0	346	3	0	100	0	0	350	5	5	32	36	27	336
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	41	3	18	7	41	6	35	1	6	348	46	18	41	35	6	348	39	25	48	20	7	350
B. good	41	1	6	9	53	6	35	1	6	345	38	0	57	36	7	344	46	14	52	27	7	347
C. fair	10	0	0	1	25	1	25	2	50	334	8	0	33	33	33	337	12	8	49	35	9	343
D. poor	7	0	0	0	0	2	67	1	33	326	8	0	0	67	33	326	3	2	34	36	29	335
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	16	0	0	3	43	2	29	2	29	336	15	0	50	33	17	338	17	7	41	35	17	340
B. about the same as my regular schoolwork	48	3	14	8	38	9	43	1	5	347	48	11	42	42	5	346	59	18	53	24	5	349
C. easier than my regular schoolwork	36	1	6	7	44	6	38	2	13	342	38	7	40	40	13	342	25	21	49	23	8	349
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	20	0	0	0	0	7	78	2	22	330	23	0	0	78	22	330	32	13	47	30	10	345
B. two or three days a week	27	1	8	9	75	2	17	0	0	351	25	0	80	20	0	351	30	20	52	23	5	349
C. two or three times each month	20	2	22	2	22	5	56	0	0	347	23	22	22	56	0	347	19	20	53	21	6	350
D. never or almost never	32	1	7	7	50	3	21	3	21	343	30	8	58	17	17	345	18	16	50	27	8	347
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	5	0	0	1	50	1	50	0	0	338	3	0	0	100	0	334	7	5	34	40	20	338
B. two or three days a week	5	1	50	0	0	0	0	1	50	343	3	0	0	0	100	324	18	15	50	27	8	346
C. two or three times each month	25	0	0	4	36	6	55	1	9	342	28	0	36	55	9	342	28	21	53	21	4	350
D. never or almost never	66	3	10	13	45	10	34	3	10	344	68	11	48	33	7	345	47	17	50	25	7	347
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	11	0	0	2	40	2	40	1	20	338	13	0	40	40	20	338	16	8	42	36	13	342
B. 30–45 minutes	30	0	0	7	54	5	38	1	8	344	30	0	58	33	8	345	30	14	53	26	7	347
C. 45–60 minutes	43	4	21	7	37	5	26	3	16	346	40	19	38	31	13	346	32	22	51	22	5	350
D. more than 60 minutes	16	0	0	2	29	5	71	0	0	339	18	0	29	71	0	339	22	20	49	23	7	349
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											